

Syllabus
7th Grade American History
Mrs. Waxmonsky
Saint Joseph School 2017-2018

Course Description: Seventh grade students will study the European settlements of North America, along with the geographic features that influences early settlements and colonies. This course will emphasize the development and maturation of the British colonies, and the political, cultural, and economic influences that led to the American Revolution. The major events and outcomes of the American Revolution will be analyzed, along with the individuals that played influential roles in the development of the new nation. Students will follow the development of the United States and its government, continuing through the early 19th century. The impact of the expansion of the United States will be analyzed, including implications on domestic and foreign policy. Policies that affected the American Indians will also be studied. The events leading up to the Civil War will be examined, along with the individuals and events that were significant during the war. The history, people, government, and geography of Tennessee will be emphasized in order to illustrate the role our state has played in American history. Reconstruction and the development of the American West will conclude this course. Appropriate primary sources and information texts will be included in order to enhance understanding of the content.

State Standards: The curriculum standards for this class can be found on the Schools/Education link found on the Diocese of Knoxville website, as well as the state education department website.

Pacing Outline:

First Quarter

- 1600-1750 Colonization of the New World
- 1720-1775 Buildup to the American Revolution

Second Quarter

- 1775-1787 Buildup to and the American Revolution
- 1777-1789 Colonial Governments, Constitution, and the Foundation of the American Political System

Third Quarter

- 1789-1849 Growth of the Young Nation and U.S. Role on the World Stage
- 1800-1850 Sectionalism of the American North, South, and West
- 1800-1850 Slavery in America

Fourth Quarter

- 1830-1865 Civil War
- 1865-1877 Reconstruction
- 1865-1890 Westward Expansion

Resources:

- **United States History**, Houghton Mifflin Harcourt, 2018.
- World Wide Web
- Appropriate primary sources and informational texts
 - options include, but are not limited to, excerpts from The Mayflower Compact, 1620; The New England Articles of Confederation; “Give Me Liberty or Give Me Death” speech by Patrick Henry; Declaration of Independence; “Common Sense” by Thomas Paine; The Articles of Confederation; the U.S. Constitution; The Federalist Paper #10 and #51; The Bill of Rights; Washington’s Farewell Address; The Monroe Doctrine; “Civil Disobedience” by Henry David Thoreau; *Uncle Tom’s Cabin* by Harriet Beecher Stowe; *The Autobiography of Frederick Douglass*, by Frederick Douglass; *Abraham Lincoln: Life, Speeches, and Letters* by Henry Ketcham and Merwin Roe; Black Codes and Jim Crow Laws.

Syllabus
7th Grade American History
Mrs. Waxmonsky
Saint Joseph School 2017-2018

Expectations: Students should come prepared to class every day. All students are expected to perform to the best of their ability each day. That includes behavior. We do not have time for distractions, particularly when we are researching out topics for presentation, making presentations, and engaging in inquiry-based learning activities.

Grading Policy:

100-99	A+	91-92	B+	84-85	C+	75-76	D+
95-98	A	88-90	B	79-83	C	72-74	D
93-94	A-	86-87	B-	77-78	C-	70-71	D-
						Below 70	F

Grades are weighted as follows:

Classwork	10%	Quizzes	25%
Homework	15%	Tests/Projects	50%

Please note that classwork and homework comprise 25% of the total grade, the other 75%, or majority of the grade, is from tests (unit test, midterm, and final).

If a student receives a poor or failing grade on a test, the student should attend a tutoring session or session with me, after which the student may take a make-up test (covering the same materials, but with a different format). I suggest students also make test corrections for their own benefit.

Make-up Work/Late Work: In case of an absence, it is the responsibility of the student to ask the teacher about makeup work. Makeup work is expected to be completed in the same amount of time the student was absent (so if the student missed one day of school, work would have to be made up in one day, if student missed two days of school, work would have to be made up in two days, etc.)

Late work will be accepted in the following manner: one day late - students will receive 75% of the grade they earned; two days late and beyond - students will not receive a grade.

Communication: Email: WWaxmonsky@sjsknox.org (preferred) or you may leave a message at Saint Joseph School at (865) 689-3424.

About the Teacher: Wendy Waxmonsky received a B.S. in Science, Technology, and Culture from the Georgia Institute of Technology. She worked as a graphic designer and technology trainer for 6 years in the software industry and then 9 years for a Department of Defense contractor. She received her Masters in Elementary Education (K-8) in 2012. She holds an Elementary Education - Grades K-6 All Subject Areas Certification in Tennessee with endorsements in Middle Grades 4-8 All Subject Areas. Mrs. Waxmonsky has 5½ years classroom experience: 4th grade - all subjects; 5th grade with Special Ed inclusion students - Reading, Language Arts, and Social Studies; 6th grade Language Arts; 8th grade U.S. History; and PK-8 Technology. This will be Mrs. Waxmonsky's fourth year at Saint Joseph School. Mrs. Waxmonsky is a member of Immaculate Conception Church and will celebrate her 18th Wedding Anniversary to her husband Mark this month. They have an 11th grader - Emma, a 9th grader - Levi, and a 4th grader - Adam. Their family also includes two cats named Tiger and Sweetie, and a 2 year old labradoodle named Casey. Mrs. Waxmonsky's hobbies are watching and participating in sports, reading, playing video games with (and without) her kids, and spending time with her family.